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ABSTRACT

Test takers were asked to report which, if any, methods they used to help prepare for the Law School Admission Test (LSAT). The study began with the 1991-1992 academic testing year and ended with the 1996-1997 academic testing year. More than 100,000 students responded in each of the years, with the exception of a smaller sample in 1996-1997 (n=85,447). Overall, patterns of test results for respondents and nonrespondents were consistent across testing years. The mean LSAT score was higher for respondents. The patterns of test preparation practice appeared to be relatively stable across testing years. The most popular method of preparation was the use of the sample questions in the LSAT "Information Book." On the average, respondents used between two and three methods of preparation for the LSAT. The most significant finding was that LSAT scores were higher for respondents indicating use of any of the first give methods: (1) sample questions in the Information Book; (2) sample test in the Information Book; (3) Law School Admission Council (LSAC) test preparation materials; (4) books not published by the LSAC; and (5) commercial test preparation schools. Results were generally lower for respondents using the last four options: undergraduate institution courses, self-study, other methods, and no methods. (Contains 25 tables and 2 references.) (SLD)

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Summary of Self-Reported Methods of Test Preparation by LSAT Takers for Testing Years 1991-1992 Through 1996-1997

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Executive Summary

This investigation of Law School Admission Test (LSAT) preparation patterns for the 1991–1992 through 1996–1997 testing years represents a replication of earlier studies by Wightman (1990) and McKinley (1991). As with the earlier studies, all analyses reported here were descriptive in nature, and no attempt was made to evaluate the effectiveness of different test preparation methods.

In this study, five different types of analyses were performed. First, analyses were conducted to compare the response rates for each testing year to determine whether there were appreciable differences in response rates across these years, and to assess the extent to which response rates in this study differed from those reported in earlier studies. Second, analyses designed to compare respondents and nonrespondents in terms of mean age and mean LSAT score to determine the extent to which the respondents were typical of the entire testing population were carried out. Third, an evaluation of the utilization rates for the different methods of test preparation was carried out to assess the frequency of use of the different methods. Fourth, the extent to which test takers used multiple test preparation methods was evaluated. Finally, users and nonusers were compared for each method in terms of mean LSAT score and mean age to evaluate the extent to which users of a particular method are different from nonusers.

Overall, the patterns of results for respondents and nonrespondents were consistent across testing years. The mean LSAT score was higher for respondents than for nonrespondents, and the mean age was higher for nonrespondents than for respondents. This was similar to the patterns reported for the earlier studies. These results indicate that the respondents differ systematically from the nonrespondents, and caution should therefore be exercised in generalizing any of the findings of this study to the nonrespondents. However, the response rates for all of the testing years was so high that this represents only a very minor limitation in the interpretation of the results.

The patterns of usage for the various methods of test preparation appeared to remain relatively stable across testing years. The most popular method of preparation was use of the sample questions in the *LSAT/LSDAS Registration and Information Book* (referred to here as the *Information Book*).

On the average, respondents used between two and three methods of preparing for the LSAT. The most common number of methods used was one (selected by approximately one-third of the respondents for each testing year), but typically from 14 to 20% of the respondents reported using two, three, or four methods. The lowest average number of methods used, and the highest percentage who report using only one method, was for the 1993–1994 testing year. Those respondents who are not fluent in English and who are Puerto Rican tended to report relatively low numbers of methods used, as did respondents indicating English was not their dominant language.

The most significant finding in the analysis of users and nonusers of each method is that LSAT scores were higher for respondents indicating use of any of the first five methods—sample questions in the *Information Book*, sample test in the *Information Book*, official Law School Admission Council (LSAC) test preparation materials, book not published by LSAC, commercial test preparation school—and lower for respondents selecting the last four options—undergraduate institution courses, self-study, other methods, and no methods.

Among the conclusions reached for this study were the following:

- Test takers in the earlier testing years (i.e., 1991–1992) were more likely to respond than were test takers in the later testing years.
- Females were slightly more likely to respond than were males.
- Caucasians were more likely to respond than were members of other ethnic subgroups; members of the Canadian Aboriginal subgroup were least likely to respond.
- Those for whom English is not the dominant language, or who are not fluent in English, were less likely to respond than were those for whom English is the dominant language or who are fluent in English.
- Respondents tended to be, on the average, one year younger than were the nonrespondents, and tended to score one to more than two points higher on the LSAT than did the nonrespondents.
- The largest differences between respondent- and nonrespondent-LSAT scores tended to be for Canadian Aboriginal and Puerto Rican subgroups, with Canadian Aboriginal nonrespondents outperforming Canadian Aboriginal respondents and Puerto Rican respondents outperforming Puerto Rican nonrespondents.
- The *Information Book* and test preparation materials published by LSAC were clearly heavily utilized, as were books from other publishers.
- Courses provided by undergraduate institutions were used by relatively few test takers.

- Females tended to use more methods of preparation than did males.
- Puerto Rican test takers and test takers not fluent in English tended to use fewer methods of test preparation than did other subgroups.
- Caucasian test takers tended to use more methods of preparation than did other subgroups.
- Users of undergraduate institution courses, other methods, or no methods tended to have lower scores than nonusers of these methods.
- Users of LSAC-published test preparation materials, commercial schools, and non-LSAC test preparation books tended to have higher scores than did nonusers of these methods.
- Users of the *Information Book* materials tended to be older than nonusers, while users of commercial schools, self-study, and other materials tended to be younger than nonusers.

Introduction

This study begins with the 1991–1992 academic testing year and ends with the 1996–1997 academic testing year. Test takers were asked to report which, if any, methods were used to help them prepare for taking the Law School Admission Test (LSAT). Two earlier reports summarized test preparation methods for the June and October 1989 administrations (Wightman, 1990), and the 1990–1991 testing year (McKinley, 1991).

The purpose of this report is to provide a summary of the results of analyses performed on data collected during six consecutive academic testing years. As with the earlier studies, all analyses are descriptive summary statistics. No attempt has been made to provide information on the *effects* of using the different methods of test preparation.

Methods

Data Collection

For this study, data were analyzed for six consecutive LSAT testing years beginning with the 1991–1992 academic testing year. Each testing year begins with the June LSAT administration and ends with the February LSAT administration. For example, the 1991–1992 testing year includes the June 1991, October 1991, December 1991, and February 1992 administrations. With the exception of the June administration, each of the administrations consists of two testing days—Saturday and Monday. In this report, Saturday and Monday test takers were combined and treated as a single group.

Test takers were asked to voluntarily report information about how they prepared for the LSAT on their LSAT answer sheets. The instructions clearly state that responses were voluntary and would be used for statistical research purposes only. The list includes the following nine methods of preparation:

- Study the sample questions in the *LSAT/LSDAS Registration and Information Book* (referred to throughout this paper as the *Information Book*)
- Take the free sample LSAT in the *LSAT/LSDAS Registration and Information Book*
- Work through *The Official LSAT PrepTest(s), TriplePreps, Workbooks,* or *PrepKit*
- Use a book on how to prepare for the LSAT **not** published by Law School Admission Council (LSAC)
- Attend a commercial test preparation or coaching course
- Attend a test preparation or coaching course offered through an undergraduate institution
- Self-study
- Other preparation
- No preparation

Test takers who did not check a method were assumed to have not used that method. Test takers who checked one or more methods in addition to the last one were assumed to have used the previous methods, and their selection of the last method was ignored. Test takers who did not select any of the nine items listed were considered to be nonrespondents.

Test takers were also asked to provide information on their ethnic background, gender, age, and language proficiency. Ethnic groups were categorized as follows:

- Native American (NA)
- Asian/Pacific Islander (A/PI)
- Black/African American (B/AA)
- Canadian Aboriginal (CA)
- Caucasian (C)
- Chicano/Mexican American (C/MA)
- Hispanic (H)
- Puerto Rican (PR)
- Other (Other)

The parentheses represent the abbreviation to the ethnic category and are used in the tables throughout this report. Those who chose not to respond to the optional demographic questions are included in the "no response" subgroup.

Analyses

In this study five different types of analyses were performed. The first type of analyses was carried out to determine the response rates for each testing year. The goals of these analyses were to identify any significant differences in response rates across testing years and to assess the extent to which response rates in this study differed from those reported by Wightman (1990) and McKinley (1991).

The second type of analyses consisted of a comparison of respondents and nonrespondents on two variables of interest. These analyses determined the extent to which the respondents were typical of the entire testing population. These analyses included: (1) analysis of subgroup representation in the respondent group, as reflected in subgroup response rates; and (2) computation of mean LSAT score and mean age for respondents and nonrespondents within gender, ethnic, and language subgroups and for the total group. Each analysis was repeated for each testing year.

The third type of analyses evaluated the utilization rates for the different methods of test preparation. These analyses assessed the frequency of use of the different methods. Here, the percent of test takers selecting each method was computed. Results are reported by ethnic, gender, and language subgroups, separately by testing year.

The fourth type of analyses evaluated the extent to which test takers used multiple test preparation methods. The percent of test takers using each possible number of methods used was computed. The results are again reported by ethnic, gender, and language subgroups, and separately by testing year.

The final type of analyses compared users and nonusers of each method in terms of mean LSAT score and mean age. These analyses evaluated the extent to which users of a particular method are different from nonusers. Results are reported separately for each testing year.

Results

Response Rates

Table 1 summarizes the response rates for the test preparation questions. As this table shows, testing year response rates ranged from a high of 91.83% for the 1991–1992 testing year to a low of 89.09% for the 1996–1997 testing year, resulting in a range of 2.74%. The response rates tend to decrease gradually from year to year, as does the actual number of test takers. However, the response rates calculated for each year in this study are all higher than the response rates reported in the Wightman (74.8%) and McKinley (86.07%) studies.

In studying these response rates, it is important to note that beginning with the October 1996 administration of the LSAT, 10% of the LSAT answer sheets have contained two questions related to Computerized Testing (CT) research. Therefore, the random sample of students who receive these CT questions do not report their LSAT test preparation methods. This accounts for the lower number of respondents for the 1996–1997 testing year. This method of sampling is scheduled to continue for the next several years.

TABLE 1

Response rates

Administration	Total *N*	Respondents	Nonrespondents	Response Rate
1991–1992	145,565	133,678	11,887	91.83%
1992–1993	139,885	127,823	12,062	91.38%
1993–1994	131,876	120,269	11,607	91.20%
1994–1995	128,432	116,697	11,735	90.86%
1995–1996	114,651	104,099	10,552	90.80%
1996–1997	105,228*	85,447	10,462	89.09%

* The total number of test takers to receive questions related to test preparation was 95,909. The remaining 9,319 test takers received questions related to LSAC computerized testing research.

Respondents Versus Nonrespondents

Tables 2 through 7 summarize the results of the comparison of respondents and nonrespondents for the 1991–1992 through 1996–1997 testing years. These tables show for each subgroup the number and percentage who were respondents and nonrespondents along with the mean LSAT and mean age for respondents and nonrespondents. Also shown are the differences in means between the two groups (respondents minus nonrespondents) for both the LSAT score and test-taker age.

In examining these tables, it can be seen that for all testing years, the overall response rates were considerably high, ranging from a low of 89.09% for the 1996–1997 testing year to a high of 91.83% for the 1991–1992 testing year. Looking specifically at the different subgroups, females tended to have the highest response rate for each testing year. The response rates for females ranged from 91.08% for the 1996–1997 testing year to 93.31% for the 1991–1992 testing year resulting in a relatively small range of 2.23. Other subgroups with consistently high response rates were those indicating English as their dominant language (90.74% to 93.02%), those reporting fluency in English (90.52% to 92.93%), and Caucasians (90.71% to 92.62%). Alternately, the Canadian Aboriginal subgroup consistently had the lowest response rate over the six testing years except for the earliest testing year. Their rate of response ranged from 52.63% for the 1996–1997 testing year to 73.17% for the 1991–1992 testing year. In the earliest year, those not indicating their ethnic group responded at a low rate of 69.57%, lower than the response rate for the Canadian Aboriginals.

For each testing year, the subgroup LSAT score means are shown in Tables 2 through 7, along with the mean differences between respondent and nonrespondent LSAT scores. Looking across the testing years, the difference in mean LSAT scores for the total group ranged from 1.20 points for the 1991–1992 testing year to a difference of 2.16 points for the 1996–1997 testing year. In most cases, the mean LSAT score was higher for respondents than for nonrespondents. The one exception for all of the testing years was the Canadian Aboriginal subgroup, where the mean LSAT score for nonrespondents was consistently higher than for the respondents. Looking at the 1992–1993 testing year, it is interesting to note that Canadian Aboriginal nonrespondents scored 7.43 points higher than respondents for this group. However, for the 1996–1997 testing year, the difference in mean points decreases to 1.89, with the nonrespondents still having the advantage. Other cases where the mean LSAT scores were higher for nonrespondents than respondents were those who did not respond to the language dominancy question and those who did not respond to the English fluency question. This trend was consistent in the earlier testing years covered by this report. Looking at the last few testing years, the trend reversed, with the respondents in these groups obtaining the higher mean LSAT scores than the nonrespondents.

The subgroup mean ages and the differences between the mean ages for respondents and nonrespondents are shown in Tables 2 through 7 for each testing year. The difference in mean age for the total group ranged from a low of 0.73 years for the 1994–1995 testing year to a high of 1.07 years for the 1995–1996 testing year. For the first two testing years, the mean age was higher for the nonrespondents in every case. This trend also held true for the last testing year and almost held true for the 1993–1994 testing year, with the exception of the Native American subgroup. Here, the mean age for the Native American respondents was 1.33 years greater than for Native American nonrespondents.

TABLE 2

Comparison of respondents and nonrespondents—academic year 1991–1992

	Respondents				Nonrespondents				Differences	
Subgroup	*N*	%	LSAT	Age	*N*	%	LSAT	Age	LSAT	Age
Gender										
F	59,520	93.31	149.56	25.66	4,266	6.69	148.15	27.10	1.41	-1.44
M	73,221	90.69	150.82	25.99	7,514	9.31	149.57	26.59	1.25	-0.60
NR	937	89.75	151.77	27.19	107	10.25	150.46	27.60	1.31	-0.41
Ethnicity										
NA	849	90.13	147.49	28.26	93	9.87	147.11	29.85	0.38	-1.59
A/PI	7,888	90.37	149.55	24.94	841	9.63	148.51	25.51	1.04	-0.57
B/AA	11,954	90.68	141.50	27.05	1,229	9.32	140.62	28.67	0.88	-1.62
CA	270	73.17	143.93	28.49	99	26.83	150.40	28.95	-6.47	-0.46
C	101,132	92.62	151.88	25.76	8,062	7.38	151.18	26.58	0.70	-0.82
C/MA	1,730	91.00	146.65	26.18	171	9.00	147.02	26.31	-0.37	-0.13
H	3,742	91.34	146.72	25.65	355	8.66	146.73	26.16	-0.01	-0.51
PR	2,208	87.03	138.92	25.99	329	12.97	134.57	26.99	4.35	-1.00
Other	3,425	87.31	148.87	25.52	498	12.69	148.36	26.53	0.51	-1.01
NR	480	69.57	151.86	26.30	210	30.43	150.13	27.89	1.73	-1.59
Dominant Language										
English	122,530	93.02	150.64	25.78	9,198	6.98	149.35	26.63	1.29	-0.85
Other	6,282	89.28	143.09	26.79	754	10.72	140.97	27.53	2.12	-0.74
NR	4,866	71.55	150.11	26.42	1,935	28.45	150.90	27.25	-0.79	-0.83
Fluent in English										
Yes	125,526	92.93	150.42	25.79	9,553	7.07	149.13	26.61	1.29	-0.82
No	1,073	84.69	136.73	27.73	194	15.31	132.81	28.95	3.92	-1.22
NR	7,079	76.79	149.59	26.56	2,140	23.21	150.29	27.35	-0.70	-0.79
Total	133,678	91.83	150.27	25.88	11,887	8.17	149.07	26.83	1.20	-0.95

TABLE 3

Comparison of respondents and nonrespondents—academic year 1992–1993

	Respondents				Nonrespondents				Differences	
Subgroup	*N*	%	LSAT	Age	*N*	%	LSAT	Age	LSAT	Age
Gender										
F	58,643	93.00	149.71	25.66	4,413	7.00	148.22	26.74	1.49	-1.08
M	68,901	90.05	150.89	25.91	7,617	9.95	149.50	26.60	1.39	-0.69
NR	279	89.71	149.82	27.96	32	10.29	145.44	32.28	4.38	-4.32
Ethnicity										
NA	852	91.81	148.26	28.02	76	8.19	145.78	30.26	2.48	-2.24
A/PI	8,297	90.14	149.94	24.82	908	9.86	149.29	25.40	0.65	-0.58
B/AA	12,607	90.52	141.68	27.10	1,320	9.48	140.85	28.34	0.83	-1.24
CA	258	65.48	144.02	27.92	136	34.52	151.45	31.28	-7.43	-3.36
C	93,625	92.19	152.14	25.70	7,927	7.81	151.19	26.36	0.95	-0.66
C/MA	1,869	90.77	147.25	25.78	190	9.23	145.65	26.57	1.60	-0.79
H	3,931	91.38	146.57	25.55	371	8.62	146.67	26.56	-0.10	-1.01
PR	2,253	86.85	138.48	26.12	341	13.15	134.42	27.16	4.06	-1.04
Other	3,651	86.29	148.73	25.52	580	13.71	147.60	26.88	1.13	-1.36
NR	480	69.26	151.77	26.01	213	30.74	151.78	27.73	-0.01	-1.72
Dominant Language										
English	116,400	92.70	150.77	25.72	9,165	7.30	149.43	26.49	1.34	-0.77
Other	6,736	88.45	143.18	26.68	880	11.55	140.54	27.49	2.64	-0.81
NR	4,687	69.91	150.18	26.46	2,017	30.09	150.83	27.08	-0.65	-0.62
Fluent in English										
Yes	120,050	92.55	150.50	25.75	9,662	7.45	149.03	26.52	1.47	-0.77
No	1,045	84.00	136.50	27.52	199	16.00	132.99	28.95	3.51	-1.43
NR	6,728	75.35	149.64	26.50	2,201	24.65	150.41	27.11	-0.77	-0.61
Total	127,823	91.38	150.34	25.82	12,062	8.62	149.02	26.69	1.32	-0.87

TABLE 4

Comparison of respondents and nonrespondents—academic year 1993–1994

	Respondents				Nonrespondents				Differences	
Subgroup	*N*	%	LSAT	Age	*N*	%	LSAT	Age	LSAT	Age
Gender										
F	55,867	92.82	149.93	25.68	4,321	7.18	148.84	26.84	1.09	-1.16
M	64,151	89.84	151.49	26.01	7,255	10.16	149.75	26.63	1.74	-0.62
NR	251	89.01	151.15	26.90	31	10.99	150.52	28.75	0.63	-1.85
Ethnicity										
NA	847	92.17	148.14	28.16	72	7.83	148.36	26.83	-0.22	1.33
A/PI	8,513	90.22	150.41	24.85	923	9.78	149.50	25.45	0.91	-0.60
B/AA	12,155	90.24	142.08	27.19	1,315	9.76	140.81	28.75	1.27	-1.56
CA	248	67.21	144.27	29.40	121	32.79	147.32	30.77	-3.05	-1.37
C	86,102	92.01	152.68	25.76	7,479	7.99	151.86	26.50	0.82	-0.74
C/MA	1,993	90.51	147.71	25.95	209	9.49	146.07	26.38	1.64	-0.43
H	3,905	91.09	146.73	25.73	382	8.91	146.46	26.10	0.27	-0.37
PR	2,289	85.92	139.22	25.80	375	14.08	135.18	26.46	4.04	-0.66
Other	3,730	87.35	149.41	25.44	540	12.65	149.17	26.20	0.24	-0.76
NR	487	71.83	151.97	26.01	191	28.17	152.15	28.13	-0.18	-2.12
Dominant Language										
English	109,327	92.57	151.19	25.80	8,775	7.43	149.79	26.64	1.40	-0.84
Other	6,571	88.17	143.53	26.68	882	11.83	141.27	26.94	2.26	-0.26
NR	4,371	69.15	150.94	26.18	1,950	30.85	151.38	26.96	-0.44	-0.78
Fluent in English										
Yes	113,169	92.37	150.91	25.82	9,354	7.63	149.37	26.62	1.54	-0.80
No	944	84.14	136.40	27.53	178	15.86	132.57	27.55	3.83	-0.02
NR	6,156	74.79	150.21	26.41	2,075	25.21	151.06	27.08	-0.85	-0.67
Total	120,269	91.20	150.76	25.88	11,607	8.80	149.41	26.74	1.35	-0.86

TABLE 5

Comparison of respondents and nonrespondents—academic year 1994–1995

	Respondents				Nonrespondents				Differences	
Subgroup	*N*	%	LSAT	Age	*N*	%	LSAT	Age	LSAT	Age
Gender										
F	55,459	92.59	148.94	25.76	4,439	7.41	147.45	26.53	1.49	-0.77
M	61,216	89.36	150.20	26.22	7,286	10.64	148.71	26.84	1.49	-0.62
NR	22	68.75	155.59	27.09	10	31.25	147.90	33.50	7.69	-6.41
Ethnicity										
NA	982	90.67	147.90	28.21	101	9.33	145.91	29.34	1.99	-1.13
A/PI	8,522	89.03	149.54	24.88	1,050	10.97	149.37	25.31	0.17	-0.43
B/AA	12,272	90.46	141.41	27.26	1,294	9.54	140.41	28.73	1.00	-1.47
CA	213	53.92	143.93	28.89	182	46.08	147.48	27.80	-3.55	1.09
C	81,727	91.94	151.50	25.92	7,168	8.06	150.54	26.66	0.96	-0.74
C/MA	2,014	91.67	146.57	26.01	183	8.33	145.47	26.07	1.10	-0.06
H	3,898	90.93	145.88	25.68	389	9.07	145.31	25.57	0.57	0.11
PR	2,323	83.92	138.74	26.25	445	16.08	134.74	26.08	4.00	0.17
Other	4,166	85.61	148.24	25.59	700	14.39	148.04	26.31	0.20	-0.72
NR	580	72.23	151.31	26.57	223	27.77	150.59	27.34	0.72	-0.77
Dominant Language										
English	105,253	92.38	150.02	25.95	8,682	7.62	148.75	26.60	1.27	-0.65
Other	6,927	87.38	143.16	26.54	1,000	12.62	140.64	26.87	2.52	-0.33
NR	4,517	68.75	149.77	26.49	2,053	31.25	149.76	27.22	0.01	-0.73
Fluent in English										
Yes	109,239	92.19	149.75	25.95	9,251	7.81	148.31	26.59	1.44	-0.64
No	1,073	82.79	136.92	27.69	223	17.21	134.17	27.51	2.75	0.18
NR	6,385	73.85	149.17	26.66	2,261	26.15	149.31	27.23	-0.14	-0.57
Total	116,697	90.86	149.60	26.01	11,735	9.14	148.23	26.74	1.37	-0.73

TABLE 6

Comparison of respondents and nonrespondents—academic year 1995–1996

	Respondents				Nonrespondents				Differences	
Subgroup	*N*	%	LSAT	Age	*N*	%	LSAT	Age	LSAT	Age
Gender										
F	50,244	92.51	149.12	25.77	4,066	7.49	147.07	27.10	2.05	-1.33
M	53,836	89.27	150.58	26.18	6,473	10.73	148.32	27.01	2.26	-0.83
NR	19	59.38	155.42	26.68	13	40.63	154.85	27.08	0.57	-0.40
Ethnicity										
NA	843	91.53	147.56	28.29	78	8.47	146.04	30.11	1.52	-1.82
A/PI	7,927	88.64	149.95	24.85	1,016	11.36	148.46	25.38	1.49	-0.53
B/AA	11,249	89.63	141.43	27.35	1,302	10.37	140.25	29.18	1.18	-1.83
CA	162	55.48	145.41	28.54	130	44.52	147.58	29.57	-2.17	-1.03
C	72,047	92.09	151.87	25.91	6,188	7.91	150.43	26.88	1.44	-0.97
C/MA	1,839	91.77	146.43	25.74	165	8.23	144.95	27.01	1.48	-1.27
H	3,403	89.13	145.91	25.55	415	10.87	144.40	26.50	1.51	-0.95
PR	2,043	83.08	138.79	25.82	416	16.92	135.28	26.00	3.51	-0.18
Other	3,945	87.38	148.74	25.51	570	12.62	147.71	26.89	1.03	-1.38
NR	641	70.21	150.71	26.65	272	29.79	150.37	27.54	0.34	-0.89
Dominant Language										
English	93,778	92.35	150.32	25.92	7,770	7.65	148.30	26.98	2.02	-1.06
Other	6,413	87.25	143.42	26.52	937	12.75	140.68	27.08	2.74	-0.56
NR	3,908	67.93	149.83	26.61	1,845	32.07	149.59	27.32	0.24	-0.71
Fluent in English										
Yes	97,566	92.12	150.05	25.92	8,348	7.88	147.88	26.96	2.17	-1.04
No	1,013	84.35	137.77	27.61	188	15.65	133.83	27.57	3.94	0.04
NR	5,520	73.25	149.11	26.78	2,016	26.75	149.03	27.36	0.08	-0.58
Total	104,099	90.80	149.88	25.98	10,552	9.20	147.85	27.05	2.03	-1.07

TABLE 7

Comparison of respondents and nonrespondents—academic year 1996–1997

	Respondents				Nonrespondents				Differences	
Subgroup	*N*	%	LSAT	Age	*N*	%	LSAT	Age	LSAT	Age
Gender										
F	42,088	91.08	149.22	25.67	4,120	8.92	146.71	26.83	2.51	-1.16
M	43,322	87.27	150.73	26.11	6,321	12.73	148.55	26.88	2.18	-0.77
NR	37	63.79	153.89	27.14	21	36.21	153.05	27.90	0.84	-0.76
Ethnicity										
NA	668	88.59	146.80	29.08	86	11.41	145.50	30.17	1.30	-1.09
A/PI	6,736	87.67	150.02	24.73	947	12.33	148.61	25.51	1.41	-0.78
B/AA	9,357	87.31	141.58	27.27	1,360	12.69	139.58	29.09	2.00	-1.82
CA	150	52.63	143.92	28.71	135	47.37	145.81	30.50	-1.89	-1.79
C	57,887	90.71	152.11	25.80	5,929	9.29	150.69	26.57	1.42	-0.77
C/MA	1,553	88.29	146.10	25.78	206	11.71	145.28	26.45	0.82	-0.67
H	2,955	87.17	145.96	25.65	435	12.83	144.89	26.26	1.07	-0.61
PR	1,873	82.80	138.41	26.27	389	17.20	134.47	26.91	3.94	-0.64
Other	3,465	84.76	149.00	25.25	623	15.24	147.85	25.96	1.15	-0.71
NR	803	69.52	152.43	26.21	352	30.48	150.61	27.14	1.82	-0.93
Dominant Language										
English	76,348	90.74	150.47	25.80	7,789	9.26	148.24	26.74	2.23	-0.94
Other	5,671	86.17	143.43	26.70	910	13.83	140.50	27.28	2.93	-0.58
NR	3,428	66.04	150.06	26.61	1,763	33.96	149.81	27.22	0.25	-0.61
Fluent in English										
Yes	79,815	90.52	150.17	25.81	8,355	9.48	147.83	26.68	2.34	-0.87
No	909	83.09	137.59	28.12	185	16.91	133.11	28.37	4.48	-0.25
NR	4,723	71.08	149.35	26.87	1,922	28.92	149.26	27.53	0.09	-0.66
Total	85,447*	89.09	149.99	25.90	10,462*	10.91	147.83	26.87	2.16	-0.97

* The total number of test takers to receive questions related to test preparation was 95,909. The remaining 9,319 test takers received questions related to LSAC computerized testing research.

Methods Utilization

Analyses were carried out to determine the extent to which different methods of test preparation were being utilized. This was accomplished by tallying the percentage of respondents indicating they used a particular method. At this point no attempt was made to identify respondents who had utilized only one particular method. That is, a respondent was counted in the percentage using a method even if that respondent utilized other methods, too.

Tables 8 through 13 show for the total group and each subgroup the percentage of respondents indicating that they used each method of test preparation for each testing year. As can be seen in the tables, for the total group between 95.67% to 95.89% of the respondents indicated that they used one or more methods of preparation.

Of the eight methods listed, using the sample questions in the *Information Book* emerged as the most popular method for all testing years, being used by between 41.56% and 50.81% of respondents. Using a book not published by the LSAC was the second most popular method for four out of six of the testing years studied. The method of self-study became increasingly more popular over the years, ranking second or third in terms of usage for several of the testing years. The least common methods of test preparation were utilized by considerably fewer respondents, with undergraduate institution preparation course drawing approximately 7% to 8% of the respondents and the category of other methods drawing 3% to 6% of the respondents for each testing year.

For four of the six testing years studied, the subgroup reporting the highest percentage using no test preparation methods were those indicating that they were not fluent in English. The exception to this was the last two testing years in which a higher percentage of the Puerto Rican subgroup reported using no methods of preparation. The female subgroup consistently reported the lowest rate of no preparation, with between 2.61% to 2.88% selecting this category.

Some interesting departures from these general trends were also noted. For instance, for the 1991–1992 and 1995–1996 testing years, a strikingly high percentage (56.24% and 63.16%, respectively) of respondents who chose not to answer the gender question reported use of preparation materials published by LSAC. These percentages in 1991–1992 were also high for the Canadian Aboriginal subgroup (40.74%) and the Asian/Pacific Islander subgroup (40.26%) for the 1991–1992 testing year. In contrast, for the 1992–1993 testing year, the Puerto Rican subgroup reported a relatively low rate of usage (22.06%) for the preparation materials produced by LSAC.

TABLE 8

Percentage of respondents using each method of preparation—academic year 1991–1992

		Method of Preparation[1]								
Subgroup	*N*	1	2	3	4	5	6	7	8	9
Gender										
F	59,520	53.65	46.49	36.58	45.49	35.62	9.48	36.72	3.15	2.61
M	73,221	48.42	40.15	32.03	41.95	31.44	6.96	38.39	4.34	5.33
NR	937	56.35	50.16	56.24	44.82	28.39	8.43	38.63	4.48	3.52
Ethnicity										
NA	849	46.41	37.22	32.51	40.16	26.38	8.24	36.16	4.71	7.66
A/PI	7,888	47.55	42.17	40.26	42.18	34.04	5.65	39.58	3.19	4.20
B/AA	11,954	47.62	36.87	32.68	38.51	29.01	10.53	41.23	4.58	3.29
CA	270	55.56	41.48	40.74	33.33	15.19	8.89	38.15	5.93	5.93
C	101,132	52.27	44.90	34.51	45.37	33.99	8.03	37.30	3.71	3.74
C/MA	1,730	47.63	38.73	30.87	41.45	34.91	10.06	38.21	3.70	3.82
H	3,742	41.93	34.21	30.65	35.25	37.63	9.99	36.88	3.71	5.16
PR	2,208	44.34	26.72	18.52	24.00	20.65	4.08	27.94	3.40	15.53
Other	3,425	43.71	36.88	34.60	35.33	32.12	6.72	38.57	5.49	7.39
NR	480	41.88	34.58	23.54	40.00	25.00	5.42	33.13	4.79	10.42
Dominant Language										
English	122,530	51.47	43.85	34.58	44.47	33.86	8.27	37.89	3.82	3.66
Other	6,282	42.82	32.04	29.99	29.74	25.04	5.73	33.57	2.79	9.54
NR	4,866	44.27	36.77	30.74	38.22	29.26	6.60	36.72	4.93	8.43
Fluent in English										
Yes	125,526	51.19	43.46	34.51	43.95	33.66	8.14	37.87	3.79	3.84
No	1,073	41.29	24.51	22.37	22.18	14.17	5.13	28.24	2.80	16.22
NR	7,079	45.49	38.45	31.06	39.58	29.43	7.64	35.13	4.31	6.98
Total	133,678	50.81	43.04	34.23	43.55	33.28	8.09	37.65	3.81	4.11

[1] 1 = sample questions in the *Information Book*; 2 = sample test in the *Information Book*; 3 = official LSAT test preparation materials; 4 = a book not published by LSAC; 5 = a commercial test preparation school; 6 = an undergraduate institution test preparation course; 7 = self-study; 8 = other preparation; 9 = none.

TABLE 9

Percentage of respondents using each method of preparation—academic year 1992–1993

Subgroup	*N*	Method of Preparation[1] 1	2	3	4	5	6	7	8	9
Gender										
F	58,643	49.17	42.97	40.94	42.44	34.92	9.11	36.42	3.60	2.88
M	68,901	44.31	37.39	34.76	40.12	30.53	6.97	38.18	4.25	5.55
NR	279	41.94	40.50	39.07	39.78	24.73	5.02	30.82	3.94	8.96
Ethnicity										
NA	852	41.78	34.74	36.03	36.74	24.30	8.69	40.38	5.28	6.81
A/PI	8,297	44.31	40.71	44.26	40.23	34.01	5.34	39.69	3.18	4.53
B/AA	12,607	43.86	33.30	38.06	35.74	27.02	10.03	40.13	4.72	3.47
CA	258	45.35	35.66	40.31	37.98	17.44	4.65	37.21	3.49	7.36
C	93,625	47.99	41.88	37.62	43.09	33.42	7.93	36.84	3.81	3.95
C/MA	1,869	44.57	36.49	35.90	40.45	33.07	9.84	39.33	4.65	3.58
H	3,931	37.90	32.66	33.60	34.37	36.61	9.36	38.21	3.89	4.99
PR	2,253	39.06	23.61	22.06	22.86	18.91	4.97	27.34	3.68	15.93
Other	3,651	40.10	33.61	36.59	33.99	33.31	6.52	38.84	5.94	7.56
NR	480	42.08	35.63	29.79	37.71	23.13	6.67	39.58	5.83	10.21
Dominant Language										
English	116,400	47.22	40.79	37.96	42.09	33.16	8.13	37.57	3.94	3.87
Other	6,736	38.12	29.20	34.20	28.77	24.75	5.55	33.71	3.24	9.80
NR	4,687	41.50	34.63	33.65	36.57	28.08	6.83	37.21	5.25	7.87
Fluent in English										
Yes	120,050	46.89	40.42	37.90	41.58	32.89	8.02	37.55	3.91	4.08
No	1,045	38.09	21.72	24.98	18.28	14.26	3.92	25.26	3.64	19.04
NR	6,728	41.44	34.45	34.30	37.59	28.89	7.18	35.73	4.68	6.61
Total	127,823	46.53	39.95	37.61	41.18	32.53	7.95	37.36	3.95	4.33

TABLE 10

Percentage of respondents using each method of preparation—academic year 1993–1994

Subgroup	*N*	Method of Preparation[1] 1	2	3	4	5	6	7	8	9
Gender										
F	55,867	45.65	33.43	38.71	44.35	34.58	9.70	39.03	3.76	2.75
M	64,151	40.85	30.57	34.53	41.52	29.64	7.11	40.39	4.63	5.58
NR	251	37.85	27.89	43.43	41.04	22.31	7.17	37.45	4.38	8.37
Ethnicity										
NA	847	43.80	31.29	32.00	40.85	23.49	8.03	39.32	5.67	7.44
A/PI	8,513	39.95	34.05	42.85	41.28	33.91	6.13	41.47	3.77	4.15
B/AA	12,155	41.14	26.03	35.81	37.80	27.77	11.25	42.50	4.94	2.95
CA	248	46.77	40.73	43.95	35.48	14.92	6.05	32.26	6.45	8.06
C	86,102	44.52	33.22	36.80	45.12	32.45	8.15	39.48	4.14	3.94
C/MA	1,993	38.08	27.30	31.71	39.74	35.02	9.63	41.80	3.71	4.26
H	3,905	36.24	27.45	31.52	34.85	37.31	9.99	39.39	4.23	4.61
PR	2,289	35.08	18.70	19.79	23.72	18.65	4.67	27.39	2.80	17.21
Other	3,730	38.12	30.59	36.94	33.46	33.06	7.91	41.39	5.36	6.38
NR	487	36.96	28.54	26.28	37.78	26.49	4.52	35.11	5.54	11.29
Dominant Language										
English	109,327	43.78	32.39	36.88	43.86	32.48	8.54	40.08	4.27	3.80
Other	6,571	35.98	25.49	32.07	29.19	24.84	5.78	35.43	2.89	9.36
NR	4,371	36.03	28.99	33.38	37.75	28.39	6.36	38.18	5.03	8.33
Fluent in English										
Yes	113,169	43.45	32.19	36.75	43.25	32.25	8.41	39.96	4.22	4.00
No	944	31.57	17.90	22.56	19.07	13.98	3.81	27.54	2.86	19.39
NR	6,156	37.80	28.59	33.87	38.74	28.49	7.18	37.87	4.52	6.97
Total	120,269	43.07	31.89	36.49	42.83	31.92	8.31	39.75	4.23	4.27

[1] 1 = sample questions in the *Information Book*; 2 = sample test in the *Information Book*; 3 = official LSAT test preparation materials; 4 = a book not published by LSAC; 5 = a commercial test preparation school; 6 = an undergraduate institution test preparation course; 7 = self-study; 8 = other preparation; 9 = none.

TABLE 11

Percentage of respondents using each method of preparation—academic year 1994–1995

Subgroup	N	Method of Preparation[1] 1	2	3	4	5	6	7	8	9
Gender										
F	55,459	43.85	36.26	40.42	42.69	35.31	8.74	40.34	3.92	2.70
M	61,216	39.49	33.10	35.91	40.10	29.39	6.62	41.38	5.09	5.63
NR	22	22.73	18.18	36.36	40.91	18.18	4.55	31.82	18.18	18.18
Ethnicity										
NA	982	42.06	33.81	36.56	38.09	28.21	7.74	41.75	6.31	6.11
A/PI	8,522	38.10	34.70	42.95	37.03	36.44	5.26	42.77	3.50	3.87
B/AA	12,272	39.66	28.31	36.65	35.71	28.72	10.47	43.15	5.04	3.31
CA	213	37.56	38.03	38.03	36.62	12.68	7.51	29.11	4.69	8.92
C	81,727	43.20	36.46	38.60	44.18	32.29	7.53	40.67	4.46	3.84
C/MA	2,014	38.03	30.93	35.75	37.39	34.56	7.65	43.35	4.67	3.87
H	3,898	34.58	27.73	32.94	33.63	38.64	9.06	40.64	4.57	4.03
PR	2,323	31.60	20.58	20.58	21.48	20.88	3.79	28.02	2.93	17.48
Other	4,166	36.73	32.60	38.60	32.45	33.94	7.15	41.53	6.79	7.13
NR	580	35.52	33.28	29.83	37.41	27.07	5.17	38.79	5.52	9.48
Dominant Language										
English	105,253	42.34	35.34	38.60	42.57	32.64	7.83	41.35	4.58	3.75
Other	6,927	34.53	26.89	32.18	26.09	27.56	5.25	35.63	3.57	9.21
NR	4,517	34.07	29.09	34.40	35.86	29.18	6.46	38.19	4.89	8.01
Fluent in English										
Yes	109,239	41.98	35.02	38.41	41.78	32.53	7.69	41.19	4.54	3.96
No	1,073	31.31	19.66	21.25	19.85	16.31	4.01	30.01	2.70	18.45
NR	6,385	36.04	29.96	34.72	37.34	29.30	7.16	37.51	4.73	6.64
Total	116,697	41.56	34.60	38.05	41.33	32.20	7.63	40.88	4.53	4.24

TABLE 12

Percentage of respondents using each method of preparation—academic year 1995–1996

Subgroup	N	Method of Preparation[1] 1	2	3	4	5	6	7	8	9
Gender										
F	50,244	44.92	35.84	44.79	41.97	34.82	8.66	41.56	4.61	2.59
M	53,836	40.19	31.45	39.57	38.60	29.65	6.31	41.61	5.53	5.53
NR	19	57.89	42.11	63.16	47.37	21.05	10.53	42.11	5.26	5.26
Ethnicity										
NA	843	42.94	33.45	38.20	38.67	24.44	7.00	42.11	6.64	6.29
A/PI	7,927	38.43	33.32	49.27	35.92	36.17	4.93	43.17	4.01	3.94
B/AA	11,249	41.95	28.66	37.16	35.97	27.65	10.66	44.25	5.98	3.08
CA	162	48.15	38.27	47.53	29.63	16.67	5.56	32.10	6.79	6.17
C	72,047	43.95	35.49	43.13	42.90	32.58	7.14	41.17	4.92	3.83
C/MA	1,839	39.86	29.26	38.66	35.67	32.74	11.91	43.94	5.49	3.26
H	3,403	32.97	26.01	35.91	33.12	37.70	9.32	41.35	5.26	3.59
PR	2,043	37.59	17.77	22.32	19.58	17.57	4.41	29.66	4.65	16.59
Other	3,945	38.00	30.22	41.60	32.52	34.98	7.07	44.46	7.00	5.50
NR	641	35.73	30.27	35.41	37.29	24.34	6.55	37.60	5.30	9.20
Dominant Language										
English	93,778	43.10	34.33	42.66	41.44	32.70	7.66	42.01	5.15	3.66
Other	6,413	37.14	25.34	36.74	25.90	26.65	5.04	36.61	3.77	8.45
NR	3,908	36.36	28.81	37.23	34.57	27.87	6.12	39.43	5.55	7.60
Fluent in English										
Yes	97,566	42.80	33.98	42.54	40.73	32.53	7.50	41.90	5.09	3.85
No	1,013	38.80	20.43	27.05	19.55	15.10	4.44	30.21	4.15	15.79
NR	5,520	37.52	28.71	36.97	35.16	28.50	6.92	38.10	5.05	6.50
Total	104,099	42.48	33.57	42.09	40.23	32.14	7.44	41.58	5.08	4.11

[1] 1 = sample questions in the *Information Book*; 2 = sample test in the *Information Book*; 3 = official LSAT test preparation materials; 4 = a book not published by LSAC; 5 = a commercial test preparation school; 6 = an undergraduate institution test preparation course; 7 = self-study; 8 = other preparation; 9 = none.

TABLE 13

Percentage of respondents using each method of preparation—academic year 1996–1997

Subgroup	N	Method of Preparation[1] 1	2	3	4	5	6	7	8	9
Gender										
F	42,088	46.42	35.88	45.36	43.19	34.24	8.48	43.26	5.23	2.63
M	43,322	42.05	31.97	39.69	39.83	28.49	6.27	43.46	6.20	5.38
NR	37	43.24	37.84	35.14	48.65	8.11	2.70	45.95	10.81	10.81
Ethnicity										
NA	668	45.06	32.63	42.07	43.41	25.60	5.84	41.62	7.93	5.09
A/PI	6,736	38.88	31.50	48.62	35.6	35.88	4.56	44.77	4.31	3.62
B/AA	9,357	44.10	30.17	38.40	36.49	28.03	10.95	47.48	6.75	3.00
CA	150	50.67	34.67	40.00	44.67	11.33	3.33	42.67	8.67	6.00
C	57,887	45.99	36.02	43.49	44.71	31.31	7.18	42.91	5.66	3.63
C/MA	1,553	40.89	28.46	40.57	36.83	34.64	8.31	44.75	4.38	4.51
H	2,955	33.74	25.14	36.24	33.37	37.70	8.16	41.62	5.28	4.43
PR	1,873	37.91	18.10	23.87	21.62	19.70	3.52	30.17	4.59	17.08
Other	3,465	38.90	31.77	42.28	32.12	33.82	7.62	45.60	7.53	5.71
NR	803	41.59	34.25	37.98	40.72	26.53	6.10	42.47	6.85	6.35
Dominant Language										
English	76,348	45.12	34.92	43.18	42.96	31.88	7.60	43.91	5.80	3.48
Other	5,671	36.25	23.08	36.55	25.94	25.99	4.99	37.52	4.06	9.03
NR	3,428	36.90	29.03	36.84	34.42	27.57	5.89	40.87	6.77	8.05
Fluent in English										
Yes	79,815	44.62	34.34	42.97	42.03	31.71	7.44	43.67	5.71	3.73
No	909	36.85	18.04	26.51	21.34	14.85	5.28	30.14	4.62	15.95
NR	4,723	38.51	29.41	37.33	36.21	27.82	6.33	40.76	6.16	6.71
Total	85,447*	44.20	33.90	42.48	41.49	31.32	7.35	43.36	5.72	4.03

*The total number of test takers to receive questions related to test preparation was 95,909. The remaining 9,319 test takers received questions related to LSAC computerized testing research.

[1] 1 = sample questions in the *Information Book*; 2 = sample test in the *Information Book*; 3 = official LSAT test preparation materials; 4 = a book not published by LSAC; 5 = a commercial test preparation school; 6 = an undergraduate institution test preparation course; 7 = self-study; 8 = other preparation; 9 = none.

Number of Methods Used

In addition to examining the percentage of test takers utilizing each test preparation method, analyses were performed to examine the extent to which test takers were utilizing multiple test preparation methods. Tables 14 through 19 summarize the results of these analyses for each testing year. These tables show, for the total group and for each subgroup, the percentage of respondents indicating they used each number of methods of test preparation (0 through 8). Also shown is the mean number of methods used for each group. As noted in Tables 8 through 13, the percentage of the total group using no method of preparation ranged from 4.03% to 4.33%. For all six testing years, the use of one test preparation method was the most common for the total group. The use of one method accounted for approximately one-third of the total group for each testing year. This was followed by the use of two, three, and four test preparation methods, respectively. The use of two and three methods each accounted for approximately 17% to 20% of the total group and the use of four methods accounted for approximately 13% to 16% of the total group. The remaining small percentage of the total group reported using five through eight methods of preparation.

Among the subgroups examined in this study, the female respondents reported the highest number of preparation methods used for every testing year except 1995–1996. Females reported mean numbers of preparation methods ranging from 2.49 methods in 1993–1994 to 2.67 methods in 1991–1992. It is interesting to note that the use of one method was most common for the females for all testing years. For the 1995–1996 testing year, those who did not respond to the gender question reported the highest mean number of test preparation methods (2.89). The Caucasian subgroup followed the female group with the next highest mean number of methods used. This trend held for all testing years except the 1995–1996 testing year. For this year, females had the second highest mean number of methods used after those not responding to the gender question. For the other five testing years, Caucasians tended to have means ranging from 2.44

methods in 1993–1994 to 2.60 methods in 1996–1997. Again, one method of test preparation was most common for this group.

The lowest mean number of methods used was observed for those not fluent in English for every testing year except 1995–1996. The mean number of methods used for this group ranged from 1.39 methods in 1993–1994 to 1.61 methods in 1991–1992. As these means and the other data reported in Tables 14 through 19 indicate, the use of one method was most common for this group for all testing years. It is interesting to note that more than half of this group (50.42%) reported using one method of preparation for the 1993–1994 testing year. For the 1995–1996 testing year, the Puerto Rican subgroup reported the lowest mean number of test preparation methods (1.54). The Puerto Rican subgroup also tended to follow those not fluent in English with the next lowest mean number of methods used, with these means ranging from 1.50 to 1.70. This trend held constant for all testing years, with the exception of 1995–1996. Again, one method of test preparation was most common for this group. Those indicating that English was not their dominant language also consistently reported a low number of test preparation methods, with the means ranging from 1.92 to 2.02 methods.

TABLE 14

Frequency distribution of number of methods used—academic year 1991–1992

	Percentage Using Each Possible Number of Methods of Preparation									
Subgroup	0	1	2	3	4	5	6	7	8	Mean
Gender										
F	2.48	27.55	18.65	20.23	17.65	10.01	3.01	0.39	0.03	2.67
M	5.13	33.41	17.36	17.43	14.49	8.57	2.98	0.52	0.12	2.44
NR	3.42	25.08	16.33	17.29	19.32	12.70	4.27	1.28	0.32	2.88
Ethnicity										
NA	7.18	33.92	17.55	17.31	13.43	7.18	2.71	0.71	0.00	2.32
A/PI	3.99	32.38	17.71	16.21	15.20	10.47	3.33	0.56	0.14	2.55
B/AA	3.08	34.47	19.47	18.47	13.83	7.71	2.54	0.38	0.06	2.41
CA	5.56	31.48	18.52	21.48	12.59	7.04	2.96	0.00	0.37	2.39
C	3.61	29.36	17.82	19.22	16.77	9.63	3.08	0.47	0.06	2.60
C/MA	3.41	34.16	17.57	18.79	14.97	7.57	2.60	0.87	0.06	2.46
H	4.84	37.95	17.56	16.46	12.29	7.40	3.02	0.35	0.13	2.30
PR	15.31	42.21	18.61	12.09	6.70	3.80	0.86	0.32	0.09	1.70
Other	6.83	36.47	15.80	16.15	12.47	7.94	3.42	0.64	0.29	2.33
NR	9.58	36.04	21.04	15.00	10.42	5.21	2.08	0.00	0.63	2.08
Dominant Language										
English	3.51	30.04	17.94	19.02	16.37	9.50	3.08	0.46	0.07	2.58
Other	9.23	40.82	18.07	13.87	10.04	5.52	1.89	0.45	0.11	2.02
NR	7.93	35.39	17.24	16.01	12.43	7.38	2.59	0.76	0.27	2.28
Fluent in English										
Yes	3.69	30.37	17.96	18.84	16.15	9.41	3.05	0.46	0.07	2.57
No	15.84	46.13	17.24	10.07	5.59	3.73	1.03	0.28	0.09	1.61
NR	6.60	35.12	17.38	16.92	13.69	7.01	2.56	0.55	0.18	2.31
Total	3.94	30.75	17.92	18.67	15.93	9.24	3.00	0.47	0.08	2.54

TABLE 15

Frequency distribution of number of methods used—academic year 1992–1993

Subgroup	Percentage Using Each Possible Number of Methods of Preparation									Mean
	0	1	2	3	4	5	6	7	8	
Gender										
F	2.77	30.02	18.44	19.57	16.15	9.49	3.05	0.45	0.05	2.60
M	5.33	35.57	17.47	16.41	13.53	8.17	2.92	0.47	0.12	2.37
NR	8.24	35.84	17.56	13.98	13.98	6.45	3.23	0.36	0.36	2.26
Ethnicity										
NA	6.69	35.33	18.78	15.73	13.26	6.92	2.82	0.47	0.00	2.28
A/PI	4.31	33.49	16.86	16.39	14.17	10.65	3.56	0.40	0.16	2.52
B/AA	3.24	36.51	19.66	17.65	13.72	6.64	2.12	0.40	0.06	2.33
CA	6.98	32.17	24.81	16.28	10.47	6.59	2.33	0.39	0.00	2.22
C	3.82	31.72	17.76	18.50	15.38	9.17	3.10	0.46	0.08	2.53
C/MA	3.21	35.63	18.67	16.16	13.54	9.10	2.89	0.54	0.27	2.44
H	4.68	39.35	18.06	14.50	13.23	7.07	2.49	0.48	0.13	2.27
PR	15.49	44.52	18.51	11.05	6.08	3.11	0.89	0.22	0.13	1.62
Other	7.18	37.44	16.52	14.95	11.61	7.83	3.51	0.77	0.19	2.29
NR	9.79	34.17	18.75	15.42	11.67	6.25	3.13	0.83	0.00	2.20
Dominant Language										
English	3.72	32.32	17.93	18.27	15.16	9.01	3.05	0.46	0.08	2.51
Other	9.41	42.31	17.95	12.86	9.40	5.83	1.83	0.27	0.15	1.98
NR	7.60	37.19	17.64	14.87	11.86	7.04	2.86	0.70	0.23	2.24
Fluent in English										
Yes	3.92	32.62	17.96	18.07	14.95	8.93	3.01	0.46	0.09	2.49
No	18.37	47.46	14.93	9.76	5.93	2.11	1.05	0.10	0.29	1.50
NR	6.38	38.06	17.57	15.32	12.35	6.90	2.82	0.49	0.10	2.24
Total	4.16	33.03	17.92	17.86	14.74	8.77	2.98	0.46	0.09	2.47

TABLE 16

Frequency distribution of number of methods used—academic year 1993–1994

Subgroup	Percentage Using Each Possible Number of Methods of Preparation									Mean
	0	1	2	3	4	5	6	7	8	
Gender										
F	2.64	31.05	20.78	20.06	14.57	7.79	2.64	0.42	0.05	2.49
M	5.38	36.18	18.83	17.07	12.36	7.05	2.48	0.51	0.12	2.29
NR	8.37	33.86	19.52	16.33	13.94	3.98	3.98	0.00	0.00	2.22
Ethnicity										
NA	7.44	36.01	19.13	14.05	12.75	7.56	2.24	0.83	0.00	2.24
A/PI	3.94	34.84	17.96	17.46	13.43	8.61	3.00	0.65	0.13	2.43
B/AA	2.77	37.47	20.86	19.03	11.50	5.86	2.00	0.46	0.06	2.27
CA	7.66	31.45	20.56	19.76	12.10	4.44	4.03	0.00	0.00	2.27
C	3.80	32.24	19.94	19.00	14.14	7.68	2.67	0.45	0.08	2.44
C/MA	3.96	38.69	17.76	17.96	12.29	6.87	2.06	0.20	0.20	2.27
H	4.43	40.18	19.28	15.98	10.27	6.84	2.28	0.59	0.15	2.21
PR	17.04	46.35	18.44	9.61	5.07	2.53	0.92	0.04	0.00	1.51
Other	6.03	37.29	18.20	16.06	11.66	7.24	2.60	0.78	0.13	2.27
NR	10.88	39.22	16.02	15.61	11.50	4.72	1.23	0.41	0.41	2.01
Dominant Language										
English	3.66	33.03	19.85	18.89	13.78	7.58	2.63	0.47	0.09	2.42
Other	9.05	43.30	18.55	13.99	8.52	4.73	1.48	0.35	0.03	1.92
NR	7.96	38.66	18.58	14.34	10.91	6.52	2.31	0.53	0.18	2.14
Fluent in English										
Yes	3.85	33.43	19.80	18.67	13.60	7.50	2.59	0.47	0.09	2.40
No	18.96	50.42	14.41	9.53	3.81	1.17	1.59	0.00	0.11	1.39
NR	6.71	38.01	19.31	15.95	10.98	6.29	2.16	0.44	0.15	2.17
Total	4.11	33.80	19.74	18.46	13.39	7.39	2.56	0.47	0.09	2.38

TABLE 17

Frequency distribution of number of methods used—academic year 1994–1995

Subgroup	Percentage Using Each Possible Number of Methods of Preparation									Mean
	0	1	2	3	4	5	6	7	8	
Gender										
F	2.58	30.49	20.73	20.15	14.76	8.18	2.61	0.45	0.05	2.52
M	5.42	36.07	18.42	16.86	12.57	7.43	2.51	0.59	0.12	2.31
NR	18.18	36.36	22.73	9.09	0.00	4.55	4.55	4.55	0.00	1.91
Ethnicity										
NA	5.80	36.05	17.41	16.19	13.03	6.92	3.97	0.41	0.20	2.35
A/PI	3.59	35.68	18.22	17.36	13.18	8.71	2.64	0.52	0.11	2.41
B/AA	3.09	36.99	21.07	18.56	11.75	6.06	1.89	0.47	0.11	2.28
CA	8.45	36.62	21.60	16.90	10.33	4.69	0.94	0.47	0.00	2.04
C	3.71	31.60	19.67	19.05	14.48	8.22	2.66	0.53	0.07	2.47
C/MA	3.57	37.29	19.51	16.63	12.41	7.60	2.38	0.60	0.00	2.32
H	3.82	40.58	18.78	16.42	11.26	6.11	2.46	0.49	0.08	2.22
PR	17.26	46.28	18.17	10.20	5.08	1.94	0.95	0.09	0.04	1.50
Other	6.84	37.13	16.39	16.20	11.28	8.09	3.00	0.77	0.29	2.30
NR	9.31	36.21	20.69	14.66	9.83	5.17	3.28	0.69	0.17	2.13
Dominant Language										
English	3.61	32.47	19.63	18.92	14.07	8.07	2.63	0.53	0.08	2.45
Other	8.85	44.12	18.64	12.99	8.52	4.74	1.60	0.42	0.13	1.92
NR	7.66	39.23	18.46	15.12	10.69	5.87	2.35	0.51	0.11	2.12
Fluent in English										
Yes	3.81	32.98	19.53	18.68	13.84	7.95	2.59	0.53	0.08	2.43
No	17.61	48.84	16.78	8.67	5.22	1.68	1.03	0.19	0.00	1.45
NR	6.34	38.37	19.77	15.58	11.06	6.06	2.27	0.44	0.11	2.17
Total	4.08	33.42	19.52	18.42	13.61	7.79	2.56	0.53	0.08	2.41

TABLE 18

Frequency distribution of number of methods used—academic year 1995–1996

Subgroup	Percentage Using Each Possible Number of Methods of Preparation									Mean
	0	1	2	3	4	5	6	7	8	
Gender										
F	2.49	29.79	20.36	19.44	15.28	9.09	3.08	0.41	0.04	2.57
M	5.36	36.07	18.36	16.23	12.75	7.72	2.83	0.58	0.10	2.33
NR	5.26	21.05	26.32	5.26	21.05	15.79	0.00	5.26	0.00	2.89
Ethnicity										
NA	6.05	35.23	18.62	14.83	14.00	7.83	2.73	0.71	0.00	2.33
A/PI	3.78	35.50	17.91	16.12	12.98	9.42	3.58	0.57	0.13	2.45
B/AA	2.96	36.04	21.42	17.74	12.22	6.91	2.29	0.36	0.06	2.32
CA	6.17	35.80	15.43	22.84	12.35	4.94	1.85	0.62	0.00	2.25
C	3.73	31.10	19.32	18.52	14.91	8.83	3.03	0.51	0.06	2.51
C/MA	3.10	36.92	19.47	16.59	12.45	7.61	3.10	0.65	0.11	2.38
H	3.38	40.91	20.31	15.25	10.26	6.79	2.59	0.35	0.18	2.22
PR	16.15	46.94	18.26	9.99	4.70	2.55	1.32	0.10	0.00	1.54
Other	5.10	37.54	16.68	15.59	12.90	7.68	3.57	0.79	0.15	2.36
NR	9.05	39.00	17.16	13.26	12.01	6.71	1.87	0.94	0.00	2.12
Dominant Language										
English	3.56	32.03	19.47	18.21	14.49	8.61	3.04	0.51	0.07	2.49
Other	8.09	43.83	18.56	13.07	8.09	5.94	2.03	0.31	0.08	1.97
NR	7.27	39.61	17.14	15.15	11.13	6.83	2.28	0.46	0.13	2.16
Fluent in English										
Yes	3.72	32.54	19.41	17.99	14.20	8.53	3.02	0.51	0.07	2.47
No	15.70	46.20	18.26	9.38	4.84	4.44	0.99	0.20	0.00	1.60
NR	6.29	39.47	18.12	15.47	11.59	6.45	2.16	0.36	0.09	2.17
Total	3.98	33.04	19.33	17.78	13.97	8.38	2.95	0.50	0.07	2.45

TABLE 19

Frequency distribution of number of methods used—academic year 1996–1997

Subgroup	Percentage Using Each Possible Number of Methods of Preparation									Mean
	0	1	2	3	4	5	6	7	8	
Gender										
F	2.53	27.66	20.86	20.18	16.10	8.82	3.34	0.47	0.04	2.62
M	5.16	34.14	19.12	16.88	13.13	7.89	2.97	0.61	0.12	2.38
NR	10.81	35.14	10.81	8.11	27.03	5.41	2.70	0.00	0.00	2.32
Ethnicity										
NA	4.94	32.93	19.61	16.77	12.87	8.08	3.89	0.75	0.15	2.44
A/PI	3.46	34.74	19.14	16.69	13.44	8.77	3.06	0.61	0.10	2.44
B/AA	2.81	32.90	21.68	18.40	13.81	7.24	2.70	0.41	0.05	2.42
CA	5.33	31.33	20.67	21.33	13.33	3.33	3.33	1.33	0.00	2.36
C	3.51	28.88	20.03	19.25	15.60	8.82	3.30	0.54	0.06	2.57
C/MA	4.12	34.90	18.93	17.71	13.01	7.79	2.96	0.45	0.13	2.39
H	4.33	39.59	19.90	16.21	10.22	6.57	2.74	0.44	0.00	2.21
PR	16.55	44.15	18.42	11.53	4.97	2.56	1.55	0.21	0.05	1.59
Other	5.25	36.02	17.34	16.10	12.55	7.91	3.35	0.98	0.49	2.40
NR	6.23	31.38	19.93	18.31	14.07	7.22	2.12	0.75	0.00	2.36
Dominant Language										
English	3.32	29.76	20.11	19.01	15.20	8.71	3.26	0.55	0.08	2.55
Other	8.76	42.83	18.94	14.20	8.23	4.62	1.92	0.42	0.07	1.94
NR	7.82	37.75	18.52	14.32	11.73	6.36	2.80	0.58	0.12	2.18
Fluent in English										
Yes	3.58	30.38	20.07	18.77	14.86	8.53	3.20	0.54	0.07	2.52
No	15.40	49.06	14.63	10.67	5.61	3.41	0.66	0.55	0.00	1.58
NR	6.54	37.05	19.29	15.48	12.05	6.14	2.73	0.57	0.15	2.23
Total	3.87	30.95	19.97	18.50	14.60	8.34	3.15	0.54	0.08	2.50

Users Versus Nonusers

To examine the extent to which users and nonusers of each method of test preparation differed, mean age and mean LSAT scores were tabulated for each group for each method. Note that for the purpose of these analyses, users of a particular method were not limited to those respondents using only that method.

Tables 20 through 25 summarize the results of the user versus nonuser comparisons for each testing year. The tables show for the total group the number of respondents indicating that they used each method of test preparation, as well as the LSAT score means and average age for users and nonusers of each method.

For all testing years being studied here, the mean LSAT score was higher for users than for nonusers of the first five test preparation methods. This also held true for Method 7 in the last three testing years. For all testing years studied here, the largest difference in mean LSAT score was observed for users and nonusers of the sample questions in the LSAC *Information Book* (Method 2). Here, the difference in mean LSAT scores between users and nonusers ranged from 2.79 points for the 1993–1994 testing year to 3.27 points for 1995–1996 testing year. The smallest mean difference in LSAT score was observed between users and nonusers of the self-study method of test preparation (Method 7). Here, the difference in mean LSAT scores between users and nonusers ranged from 0.01 points for the 1994–1995 and 1996–1997 testing years to 0.20 points for the 1991–1992 testing year. Small differences (less than one point) were also shown for the category of "other preparation" (Method 8).

For all testing years, the highest mean LSAT scores were attained for those reporting they used Method 2, the sample test in the *Information Book*. These mean LSAT scores ranged from 151.50 to 152.66. The next highest mean LSAT scores overall were attained for those using Method 4, a test preparation book not published by LSAC, and Method 3, official test preparation materials published by LSAC. On the contrary, the lowest mean LSAT scores were attained for those groups reporting they either attended an undergraduate institution course or used no preparation method.

The mean age for those reporting they used the sample questions and the sample test in the *Information Book* (Methods 1 and 2) and for those reporting that they used no test preparation methods (Method 9) was consistently higher than the mean age for those reporting they did not use these methods. With the exception of the 1995–1996 and 1996–1997 testing years, this trend was also observed for users and nonusers

of the official preparation materials published by LSAC (Method 3), and with the exception of the 1993–1994 testing year, for those reporting they used an undergraduate test preparation course (Method 6). Overall, the greatest mean age difference was observed for users and nonusers of Method 5, commercial test preparation schools. For this method the average age for users was always less than the average age of nonusers, with differences ranging from 1.59 to 1.77 years. The next greatest age differences overall were for the use of the sample questions in the *Information Book* (Method 1) and for no preparation method (Method 9), for which the average age of users was greater than the average age of nonusers.

TABLE 20

Comparison of methods for users and nonusers—academic year 1991–1992

	N		LSAT Mean			Age Mean		
Method[1]	Users	Nonusers	Users	Nonusers	Difference	Users	Nonusers	Difference
1	67,916	65,762	151.10	149.41	1.69	26.37	25.31	1.06
2	57,537	76,141	151.90	149.03	2.87	26.19	25.59	0.60
3	45,756	87,922	151.61	149.57	2.04	26.33	25.60	0.73
4	58,211	75,467	151.62	149.22	2.40	25.87	25.83	0.04
5	44,485	89,193	150.94	149.93	1.01	24.67	26.44	-1.77
6	10,816	122,862	148.24	150.44	-2.20	25.93	25.84	0.09
7	50,326	83,352	150.14	150.34	-0.20	25.70	25.94	-0.24
8	5,092	128,586	149.81	150.28	-0.47	25.62	25.86	-0.24
9	5,492	128,186	148.61	150.34	-1.73	26.70	25.81	0.89

TABLE 21

Comparison of methods for users and nonusers—academic year 1992–1993

	N		LSAT Mean			Age Mean		
Method[1]	Users	Nonusers	Users	Nonusers	Difference	Users	Nonusers	Difference
1	59,481	68,342	151.31	149.50	1.81	26.37	25.31	1.06
2	51,069	76,754	152.22	149.09	3.13	26.14	25.57	0.57
3	48,072	79,751	151.48	149.66	1.82	26.22	25.55	0.67
4	52,641	75,182	151.90	149.26	2.64	25.81	25.80	0.01
5	41,579	86,244	150.90	150.07	0.83	24.63	26.36	-1.73
6	10,157	117,666	148.42	150.51	-2.09	25.81	25.80	0.01
7	47,749	80,074	150.30	150.37	-0.07	25.64	25.90	-0.26
8	5,046	122,777	149.67	150.37	-0.70	25.51	25.81	-0.30
9	5,537	122,286	148.59	150.42	-1.83	26.52	25.77	0.75

TABLE 22

Comparison of methods for users and nonusers—academic year 1993–1994

	N		LSAT Mean			Age Mean		
Method[1]	Users	Nonusers	Users	Nonusers	Difference	Users	Nonusers	Difference
1	51,800	68,469	151.60	150.12	1.48	26.40	25.45	0.95
2	38,357	81,912	152.66	149.87	2.79	26.09	25.75	0.34
3	43,891	76,378	152.03	150.03	2.00	26.03	25.76	0.27
4	51,516	68,753	152.30	149.61	2.69	25.93	25.81	0.12
5	38,386	81,883	151.38	150.47	0.91	24.77	26.37	-1.60
6	9,998	110,271	148.67	150.95	-2.28	25.86	25.86	0.00
7	47,811	72,458	150.70	150.80	-0.10	25.71	25.96	-0.25
8	5,082	115,187	150.20	150.79	-0.59	25.55	25.87	-0.32
9	5,138	115,131	148.88	150.85	-1.97	26.67	25.82	0.85

[1] 1 = sample questions in the *Information Book*; 2 = sample test in the *Information Book*; 3 = official LSAT test preparation materials; 4 = a book not published by LSAC; 5 = a commercial test preparation school; 6 = an undergraduate institution test preparation course; 7 = self-study; 8 = other preparation; 9 = none.

TABLE 23

Comparison of methods for users and nonusers—academic year 1994–1995

	N		LSAT Mean			Age Mean		
Method[1]	Users	Nonusers	Users	Nonusers	Difference	Users	Nonusers	Difference
1	48,496	68,201	150.36	149.07	1.29	26.58	25.59	0.99
2	40,376	76,321	151.50	148.60	2.90	26.27	25.86	0.41
3	44,408	72,289	151.06	148.71	2.35	26.18	25.89	0.29
4	48,233	68,464	151.16	148.51	2.65	25.99	26.02	-0.03
5	37,582	79,115	150.38	149.24	1.14	24.88	26.54	-1.66
6	8,900	107,797	147.50	149.78	-2.28	26.11	26.00	0.11
7	47,711	68,986	149.61	149.60	0.01	25.80	26.14	-0.34
8	5,292	111,405	148.96	149.64	-0.68	25.94	26.01	-0.07
9	4,950	111,747	147.00	149.72	-2.72	26.93	25.96	0.97

TABLE 24

Comparison of methods for users and nonusers—academic year 1995–1996

	N		LSAT Mean			Age Mean		
Method[1]	Users	Nonusers	Users	Nonusers	Difference	Users	Nonusers	Difference
1	44,220	59,879	150.69	149.28	1.41	26.48	25.62	0.86
2	34,949	69,150	152.05	148.78	3.27	26.20	25.87	0.33
3	43,815	60,284	151.77	148.51	3.26	25.90	26.04	-0.14
4	41,877	62,222	151.49	148.80	2.69	25.98	25.98	0.00
5	33,461	70,638	150.65	149.51	1.14	24.87	26.51	-1.64
6	7,749	96,350	147.45	150.07	-2.62	26.32	25.95	0.37
7	43,288	60,811	149.93	149.84	0.09	25.73	26.16	-0.43
8	5,291	98,808	149.17	149.92	-0.75	25.66	26.00	-0.34
9	4,275	99,824	147.67	149.97	-2.30	27.19	25.93	1.26

TABLE 25

Comparison of methods for users and nonusers—academic year 1996–1997

	N		LSAT Mean			Age Mean		
Method[1]	Users	Nonusers	Users	Nonusers	Difference	Users	Nonusers	Difference
1	37,771	47,676	150.75	149.39	1.36	26.31	25.56	0.75
2	28,964	56,483	152.11	148.90	3.21	26.04	25.82	0.22
3	36,302	49,145	151.80	148.65	3.15	25.70	26.04	-0.34
4	35,451	49,996	151.70	148.78	2.92	25.82	25.94	-0.12
5	26,760	58,687	150.60	149.71	0.89	24.80	26.39	-1.59
6	6,284	79,163	147.67	150.17	-2.50	25.91	25.89	0.02
7	37,052	48,395	150.00	149.99	0.01	25.59	26.13	-0.54
8	4,888	80,559	149.51	150.02	-0.51	25.59	25.91	-0.32
9	3,442	82,005	147.52	150.09	-2.57	26.82	25.86	0.96

[1] 1 = sample questions in the *Information Book*; 2 = sample test in the *Information Book*; 3 = official LSAT test preparation materials; 4 = a book not published by LSAC; 5 = a commercial test preparation school; 6 = an undergraduate institution test preparation course; 7 = self-study; 8 = other preparation; 9 = none.

Discussion

Caveats

In evaluating the results reported here, there are several considerations that the reader should bear in mind. First, since test takers are free to choose whether or not to answer the test preparation questions, the data analyzed for this study represent a self-selected sample. Even though the response rate for all testing years studied here was very high, those who chose to answer the test preparation questions may differ in

some systematic way from those who chose not to answer the questions. Given the nature of the sample, caution should be exercised in drawing any conclusions from the results reported here.

A second consideration to keep in mind is that beginning with the October 1996 administration, 10% of the test takers were not presented with the test preparation questions, but rather with questions related to computer usage and comfort. As a result, the sample evaluated for the 1996–1997 testing year was slightly different from the sample of test takers evaluated for the earlier testing years. Because the 10% not receiving the test preparation questions were selected at random, these test takers should not differ in any systematic way from the remainder of the group. Still, this difference in sampling should be considered while evaluating the results observed for that testing year.

Third, the nature of the analyses carried out here preclude any conclusions regarding causation. The observation that those who reported using a particular test preparation method obtained higher LSAT scores than those who did not use that method does not imply that the method resulted in their higher score. It is just as likely that those test takers would have performed better regardless of the method of preparation they chose. In order to attribute any LSAT score advantages to a particular method, an experiment would have to be designed where test takers are assigned at random to different test preparation methods. Such random assignment was not carried out here.

Finally, it should be noted that the ethnicity descriptions used in this study may not be precise enough in some cases. For example, the ethnicity category of Hispanic is very broad and may include test takers with a variety of cultural and language backgrounds.

Summary of Findings

For each of the categories of analyses carried out here, many findings proved to be consistent across the testing years studied. Some of these key findings are summarized here.

Response Rates. The response rates observed for this study were somewhat higher than the response rates observed in the earlier Wightman and McKinley studies (89% to a high of 91.83% versus 75% and 86%, respectively). This trend was observed for the subgroup level analyses and for the total group. It is not surprising that the lowest response rates were observed for those who also declined to respond to other questions, such as the language and ethnicity questions. Not much variation was observed among the ethnic, gender, and language subgroups. The highest response rates were observed for the Caucasian subgroup, female subgroup, those fluent in English, and those who reported that English was their dominant language.

Based on the observations discussed in this report and giving appropriate consideration to the caveats identified, the following conclusions may be drawn with regard to response rates.

- Test takers in the earlier testing years were more likely to respond than were test takers in the later testing years.
- Females were slightly more likely to respond than were males.
- Caucasians were more likely to respond than were members of other ethnic subgroups; members of the Canadian Aboriginal subgroup were least likely to respond.
- Those for whom English is not the dominant language or who are not fluent in English were less likely to respond than were those for whom English is the dominant language or who are fluent in English.

Respondents Versus Nonrespondents. Although there were some exceptions, consistent patterns regarding the respondents and nonrespondents were observed over the testing years studied here. The mean LSAT score was consistently higher for respondents than for nonrespondents, a result also observed by the Wightman and McKinley studies (note that the Canadian Aboriginal category was not employed in the Wightman study), and the mean age was consistently higher for nonrespondents than for respondents. This was again similar to the pattern reported for the earlier studies.

Some general conclusions with regard to respondents and nonrespondents may be drawn based on the results observed here.

- Respondents tended to be, on the average, one year younger than the nonrespondents.
- Respondents tended to score one to two or more LSAT scaled score points higher on average than did nonrespondents.

- The largest differences between respondent and nonrespondent LSAT scores tended to be for Canadian Aboriginal and the Puerto Rican subgroups, with Canadian Aboriginal nonrespondents outperforming Canadian Aboriginal respondents and Puerto Rican respondents outperforming Puerto Rican nonrespondents.

Methods Utilization. For the most part, the patterns of usage for the various test preparation methods remained relatively stable across testing years. The most popular method of preparation reported was the use of the sample questions in the *Information Book*.

Based on the results observed, some general conclusions regarding methods utilization may be drawn.

- The *Information Book* and official LSAC test preparation materials were heavily utilized, as were books from other publishers.
- Relatively few test takers reported using preparation courses provided by undergraduate institutions.

Number of Methods Used. On the average, respondents used between two and three methods of preparing for the LSAT. The most common number of methods used tended to be one (selected by approximately one-third of the respondents for each testing year), while typically from 14 to 20% of the respondents reported using two, three, or four methods. The lowest average number of methods used, and the highest percentage reporting using only one method, was for the 1993–1994 testing year. Those who are not fluent in English and Puerto Rican respondents tended to report relatively low numbers of methods used, as did respondents indicating English was not their dominant language.

Some conclusions regarding the number of preparation methods used are as follows:

- Females reported using more methods of preparation than did males.
- Puerto Rican test takers and test takers not fluent in English reported using fewer methods of test preparation than did other subgroups.
- The Caucasian subgroup reported using more test preparation methods than did other subgroups.

Users Versus Nonusers. The most significant finding of analyses of the users and nonusers of each test preparation method is that respondents indicating they used the first five methods tended to have higher LSAT scores than those reporting they did not use these methods.

Some general conclusions based on this category of analyses are as follows:

- Users of undergraduate institution courses, other methods, or no methods tended to have lower scores than nonusers of these methods.
- Users of LSAC materials, commercial schools, and non-LSAC books tended to have higher scores than did nonusers of these methods.
- Users of the *Information Book* materials tended to be older than nonusers of these materials, while users of commercial schools, self-study, and other materials tended to be younger than nonusers.

Again, one should be cautious when interpreting these results, keeping in mind that these samples were self-selected. For example, users of LSAC-published materials may, on average, score higher than users of other test preparation methods quite independently of the efficacy of these materials.

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